



ALTERNATIVE CERTIFICATION REQUIREMENTS FOR SCHOOL COUNSELING CANDIDATES

“For school counselors, professional education instruction must include at least two college credit courses addressing the components of a comprehensive school counseling program, including but not limited to, data-informed decision making, closing achievement and opportunity gaps, school counseling ethical standards, and improving student achievement, attendance and discipline.”

Participants must complete up to six (6) but no more than twelve (12) credit hours of professional education instruction within three (3) years after entering the Alternative Placement program.

Please note that this is **not an exhaustive list** of courses that meet the requirements. Other graduate-level courses that meet the description above can be taken to meet this requirement.

OKLAHOMA COLLEGE COURSES THAT MEET THE REQUIREMENTS:

College	Course Name, Number & Format	Course Description
Southwestern Oklahoma State University	COUN 5503: <i>Comprehensive School Counseling</i> Fully Online	In this course, students will create a theoretical comprehensive framework for their chosen district/school site to drive their school counseling program. Students will learn how to use data to create meaningful action and change through academic, career, and social and emotional lenses. At the end of the course, students will have a thorough understanding of ASCA's 4th Edition of the National Model, the new Oklahoma Comprehensive Framework for School Counseling, and the standards that drive the appropriate role of a school counselor.
Southwestern Oklahoma State University	COUN 5553: <i>Theories and Techniques of Group Counseling</i> Fully Online	This course is designed to teach group counseling techniques appropriate to group counseling. Application to agency and public school counseling programs stressed.



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OKLAHOMA COLLEGE COURSES THAT MEET THE REQUIREMENTS:

College	Course Name, Number & Format	Course Description
<u>Oklahoma State University</u>	CSPY5513: <i>Comprehensive School Counseling Programs</i> Fully In-Person	This course includes the foundations of school counseling focusing on the knowledge and skills required to develop, implement, coordinate, and manage a comprehensive, developmental school counseling program.
<u>University of Central Oklahoma</u>	GUID 5253: <i>Developmental School Counseling</i> Hybrid	Study of the design and management of a comprehensive school counseling program. Emphasis on the planning and implementation of a curriculum appropriate for the needs of all students.
<u>University of Central Oklahoma</u>	GUID 5153: <i>Counseling Intervention Strategies</i> Hybrid	A study of the theoretical and practical aspects of helping children and adolescents cope with major life stressors common to this age group in contemporary society. Specific needs to be covered include divorce, drugs and alcohol, depression, stress, abuse, and others. Issues related to counseling minorities will be covered.
<u>East Central University</u>	EDUC 5453: <i>Developmental School Counseling</i> Fully In-Person	This course covers organization, planning, management, and evaluation of comprehensive school counseling programs. appropriate roles and functions of school counselors, coordination of professional services, and professional ethical codes specifically relating to school counseling. candidates will design a comprehensive school counseling program for a specific school setting, prepare guidance and counseling units and sample lesson plans, and implement these units in schools. candidates will integrate academic, career, and personal/social development.



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OKLAHOMA COLLEGE COURSES THAT MEET THE REQUIREMENTS:

College	Course Name, Number & Format	Course Description
<u>East Central University</u>	EDUC 5483: <i>School Counseling Intervention Strategies</i> Fully In-Person	The course is designed to assist counselors, teachers, administrators, and other pupil personnel specialists in the development and implementation of counseling intervention strategies.
<u>University of Oklahoma</u>	<i>Foundations of School Counseling</i>	Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues with attention to school counseling appropriate interventions.
<u>University of Oklahoma</u>	EIPT 5203: <i>Assessment and Evaluation in Education and Counseling.</i>	An introduction to basic concepts of assessment, measurement, and evaluation in education and counseling, with a focus on the study of concepts and instruments, procedures, methods, and techniques that may be used to assess knowledge, strengths, limitations, and behaviors. Students will study basic principles of measurement and statistics. Scaling metrics, reliability, and validity are emphasized.

Note: You can use a combination of college courses and the ASCA U or Hatching Results courses listed below to meet the six hour requirement. For example, you can take one college course (3 hours) and one ASCA U course (3 hours) to reach the six hour requirement.



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ASCA U COURSES THAT MEET THE REQUIREMENTS:

Title	Course Description
<u><i>ASCA National Model Specialist</i></u>	The “ASCA National Model: A Framework for School Counseling Programs” outlines the components of a school counseling program that is integral to the school’s academic mission and is created to have a significant positive impact on student achievement, attendance, and discipline.
<u><i>School Counseling Data Specialist</i></u>	Collecting and analyzing data can help school counselors and their administrators identify achievement gaps, understand educational issues, and assess programs to ensure they are making a difference for all students. For school counseling programs to be considered a pivotal and valued resource to the learning environment, school counselors must commit to formulating and executing services that link their work to the instructional mission and concretely demonstrate accountability for student academic success. Learn how you can use data in your program to ensure equitable services, where every student receives the benefits of the school counseling program.
<u><i>Legal and Ethical Specialist</i></u>	School counselors must navigate some of the most challenging ethical and legal dilemmas facing counselors today and have many distinct roles that can lead to conflicting priorities. Their primary clients are minors whose legal rights belong to their parents or guardians – so conflicts are inevitable. Additionally, school counselors deal with some of society’s most perplexing and difficult issues on a daily basis. Because of these challenges, which change daily, keeping current with legal and ethical issues in the schools is essential for school counselors.
<u><i>Closing the Achievement Gap Specialist</i></u>	Academic, behavior, and attendance discrepancies, often referred to as gaps, can exist among student groups. Through targeted and intentional interventions, school counselors can play a crucial role in promoting success for all students, thus closing the achievement gap.

COST PER ASCA U COURSE:

- \$99 for ASCA members; \$249 for non-ASCA members to purchase the course PLUS \$225 for the tuition fee for the course to count as graduate credit (published books must be purchased separately)
- Each course counts as three graduate credits (two ASCA U Courses would be needed to meet the six credit requirement)

LOCATION OF ASCA U COURSES:

- Online, Self-paced: Find more information [here](#).



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HATCHING RESULTS COURSES THAT MEET THE REQUIREMENTS:

Title	Course Description
<u><i>Data, Data, Data</i></u>	This course is an introduction to how school counselors and educators can begin to use data in designing, implementing, evaluating and improving school counseling and other programs in schools.
<u><i>It's All About Time (Management)</i></u>	This course emphasizes the importance of using your time effectively and helps to develop the knowledge and skills necessary to begin implementing efficient processes and procedures to improve your school counseling program. School counselors will also learn about the importance of setting priorities, developing systems, and delivering the work of a school counselor.
<u><i>Tier 1 Action Plans and Pre/Post Tests</i></u>	School counselors and other professionals will be guided through The Use of Data in School Counseling 2e with on-demand videos as well as hands-on experiences, practical resources, and recommendations they can use to support school counselors. Additionally, they will develop the knowledge and skills necessary to begin analyzing their schoolwide Tier 1 counseling curriculum and will learn to create pre/post-tests to assess students' attitudes, knowledge, and skills as well as learning to make necessary changes for future lesson improvement.
<u><i>Intentional School Counseling and Tier 2 Interventions</i></u>	This course concentrates on portions from The Use of Data in School Counseling 2e. School Counselors and other professionals will be guided through the text with on-demand videos as well as hands-on experiences, practical resources, and recommendations they can use to support the work of school counselors. Counselors who complete this course will understand the rationale for delivering interventions for those students who need "more" and will learn how to identify these students using data. Additionally, they will learn how to select evidence-based interventions, match interventions to student needs, develop Tier 2 action plans, and assess the effectiveness of the intervention.



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HATCHING RESULTS COURSES THAT MEET THE REQUIREMENTS:

Title	Course Description
<i><u>Intentional School Counseling For Systems Of Change</u></i>	Counselors who complete this course will explore their role in supporting ALL students. They will learn to identify when students' data- driven needs trigger a call for school-wide systemic change rather than intentional interventions with students as well as how to conduct challenging data conversations in their schools while advocating for systems change.
<i><u>Reporting Results with a Flashlight Approach</u></i>	Counselors who complete this course will explore the importance of the school counselor's role in creating results reports and flashlight presentations. They will learn the Flashlight approach, which informs stakeholders on how one aspect of your program impacts student attitude, knowledge, and skill as well as its impact on student achievement. Additionally, participants will learn to create graphs and charts that quickly and efficiently communicate information and how to best present their results to their stakeholders as they promote their school counseling programs.
<i>Miracles and Challenges in the School Counseling Profession</i>	Coming Soon!

COST PER HATCHING RESULTS COURSE:

- \$300 to purchase the course PLUS \$99 for the tuition fee for the course to count as graduate credit
- Each course counts as one graduate credit (Six Courses would be needed to meet the six credit requirement)

LOCATION OF HATCHING RESULTS COURSES:

- Online, Self-paced: Find more information [here](#).